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FOREIGN LANGUAGE INSTRUCTION IN THE STATES, 1965, DATA ON SELECTED TOPICS AS REPORTED BY STATE SUPERVISORS OF FOREIGN LANGUAGES AND NDEA TITLE III COORDINATORS.

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A SUMMARY IS GIVEN OF ACTIVITIES CONDUCTED DURING THE 1964-65 SCHOOL YEAR AS PART OF THE PROGRAM OF INSTRUCTIONAL IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION AUTHORIZED BY TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT. SIGNIFICANT GAINS CITED BY STATE FOREIGN LANGUAGE SUPERVISORS ARE THE DEVELOPMENT OF LONGER SEQUENCES OF STUDY, GROWTH IN ENROLLMENTS IN FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS, AND AN INCREASE IN THE NUMBER OF SUPERVISORS OF FOREIGN LANGUAGES AT THE LOCAL LEVEL. IN ADDITION, THE SUMMARY SHOWS TRENDS IN THE DESIGN AND USE OF LANGUAGE LABORATORY EQUIPMENT AND IN THE TYPES OF STATE-SPONSORED INSERVICE TRAINING PROVIDED TO HELP TEACHERS APPLY APPROPRIATE METHODOLOGY IN USING THE MATERIALS AND EQUIPMENT ACQUIRED WITH TITLE III FUNDS. OTHER TOPICS DISCUSSED BRIEFLY ARE TELEVISION, PROGRAMED INSTRUCTION, BILINGUAL EDUCATION, THE ADVANCED PLACEMENT PROGRAM, AND INSTRUCTION IN UNCOMMON LANGUAGES. A STATE-BY-STATE COMPILATION IS GIVEN FOR EACH OF THE MAJOR TOPICS DISCUSSED IN THE INDIVIDUAL STATE REPORTS. (AM)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington, D. C.

FOREIGN LANGUAGE INSTRUCTION IN THE STATES, 1965

Data on Selected Topics as Reported by State
Supervisors of Foreign Languages and NDEA
Title III Coordinators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GENERAL SUMMARY

The purpose of this compilation from the Office of Education to the States is to provide a State-by-State summary of the status of foreign language instruction in the schools in 1965, as reported by the NDEA Title III supervisors of foreign languages and the coordinators or administrators of the programs.

Although every State did not report on all the topics included in this summary, some general trends and conclusions seem evident.

Nearly all the States reported longer sequences of foreign language offerings. In States where two-year courses have been customary, the trend may be to extend the high school offerings to three and four years, but opportunities for an extended period of study are resulting especially from earlier beginnings in the junior high school and the building of six-year sequences and from the continuation of FLES programs through the junior and senior high schools. The development of such sequences obviously takes time, and it is not known from the reports in how many cases pupils have actually completed the longer periods of foreign language study.

In 23 States of the 29 reporting on foreign languages in the elementary school there is unmistakable evidence of the growth of FLES enrollments. In many cases the increases are dramatic.

Although several newer programs in the uncommon languages were identified, enrollments in such languages as Russian, Chinese, Japanese, and Arabic are still relatively small and the situation relatively unstable when compared with the teaching of Spanish, French, and German.

The number of language laboratories as reported by 41 States was about 6,600. Approximately two-thirds of these were "complete"; that is, having enough student positions for an entire class in secondary school buildings other than separate junior high schools. Since neither "language laboratory" nor "partial" laboratory was strictly defined, and since no distinction was made between laboratory and electronic classroom, the numbers do not represent comparable units, especially in elementary schools.

A great range in the numbers of installations in the several States is noted. At one extreme are Hawaii with no "complete" laboratories and a total of only 13 in all categories; Alaska with a total of 22; and Rhode Island with a total of 24. At the other extreme are Ohio with an estimated total of 435, Pennsylvania with 532, and New York with an estimated 855. California and Illinois, although not reporting numbers, are known to have many fully equipped language laboratories. The percentage of secondary schools estimated to have adequate language laboratory facilities varies from none to 80%, but about two-thirds fall between 20% and 55%, with an average for all States of about 30%.

Although statistics for language laboratories were not compiled for 1964, the 1965 figures probably represent increases in all categories, since almost all States reported a continuing demand for practice facilities of one type or another. Five important trends can be identified:

1. There is a strong trend away from the fixed, separate laboratory with student booths in favor of the electronic classroom, i.e., a classroom equipped with rather conventional classroom furniture (without student booths), listen-respond or audio-active student equipment, and a teacher's console, usually including monitoring and intercommunication facilities, and sometimes capable of being moved from classroom to classroom.

   This trend may be explained by the inadequate training of many teachers for the use of advanced techniques, the willingness to sacrifice flexibility of equipment and variety of practice activities in favor of simple equipment, and frequency of group practice for as many students as possible at the lowest cost.

2. The recognition of the inadequacy of one laboratory to provide sufficient practice for large enrollments in foreign languages has led to multiple installations within a single school. In some cases these consist of several electronic classrooms to serve the department; in others, electronic classrooms supplement the separate, more elaborate laboratory; in still others, two or more separate laboratories are provided.

3. There is a growing interest in more sophisticated systems mostly of two types, (a) remote control systems, which reduce the equipment at the student position for record-playback to a few simple controls, and (b) dial-access systems which make possible the selection of any program from the number stored in a central depository by the use of telephone-type dial stations located for the convenience of the students.

4. A lesser trend is seen in the recognition of the value of individualized practice and student recording when under the direction of competent teachers, and the desirability of providing more student record-playback equipment, either at the student position or remotely controlled.

5. Equipment for language practice is being used by secondary school students at all levels of instruction, and perhaps to an increasing degree by elementary school students. When the secondary school facilities are inadequate for all pupils, priority is usually given to those at the beginning levels.

At least half the State foreign language supervisors consider inservice education programs an important part of their responsibilities and devote a large share of their time in planning and/or conducting workshops and conferences.

Gains were reported in provisions for specialist supervision below the State level, but these were mostly in the counties and in the larger school systems and more affluent communities. Rural systems and sparsely populated States generally lack the kind of local supervision which is proving to be effective at a time when sequences are being extended and significant changes are being made in curriculum and instruction and in the utilization of new equipment and materials.

Experimentation in the use of programed materials in foreign languages in elementary and secondary schools is miniscule and is lagging behind experimentation in other fields, such as mathematics. The situation will probably not improve until more materials designed especially for school-age learners are produced.

The use of television in providing foreign language instruction continued to spread to States and school districts not previously affected. The principal emphasis was on the broadcasting of filmed FLES courses in French and Spanish. Several States reported some kind of attention to the quality of classroom follow-up. In some cases specialists were used, inservice workshops were provided, and/or films for teachers were telecast. Closed-circuit television was tried in three States, and two reported the televising of supplementary or enrichment materials for secondary school students.

The problem of teaching children to become literate in their mother tongue and to acquire English as a second language was identified in several States but very little activity has been initiated either through the local schools or State departments of education to provide adequate instruction.

Advanced placement programs in foreign languages received much lower priority than the development of longer sequences and continuity in the extended courses. There were undoubtedly more advanced placement programs than were reported; however many supervisors question whether a prescribed advanced placement course in literature for the few is as desirable as advanced courses planned to meet the needs and interests of all groups of students.

A few States are revising their teacher certification requirements in foreign languages and consideration of approved programs of preparation and proficiency tests is slowly increasing.

Hard data on improved instruction is still meager. Approximately half the States mentioned one or more of the items enumerated in section XIII of this report.

Scattered evaluative studies by State departments of education and graduate students yield interesting data and considerable evidence of gains resulting from NDEA Title III assistance.

I. LONGER SEQUENCES OF STUDY

Alabama	Thirty-one 4-year sequences, eleven 6-year sequences, and two of ten years are already affecting 1000 pupils.
Arkansas	Sequential programs of 4 years now number fifteen, while nine exceed that length.
Colorado	It is estimated that at least twenty systems offer 4-year sequences, and eight offer 6-year sequences, with one of 8 years, and one of 10 years.
California	The 4-year programs now number at least 350, while 23 districts provide 6-year sequences.
Connecticut	About two-thirds of the 150 high schools and junior-senior high schools offer sequences of at least 4 years, while nine or more have reached 6 years, and several others are developing 6-year programs.
Delaware	Nine 6-year programs now exist as compared with none in 1958-59.
District of Columbia	The stream of FLES pupils who began in grade 4 have reached grade 9 in senior high schools in the development of a grade 4 to 12 sequence which will exceed the grade 8-12 sequence of some 25 years standing in District of Columbia schools.
Florida	Programs of 6 years are now found in about 20% of the counties; 4-year sequences in about 33% of the counties.
Hawaii	No additional longer sequences are being offered in 1965.
Idaho	A greatly increased interest in FLES and junior high school foreign language instruction has been observed. Twelve school systems now offer sequences of 4 or 6 years in French, Spanish or German.
Illinois	It has been ascertained that in 1965 about 10% of the school systems offered Level III of a MFL for the first time. The Supervisors received more requests than ever before for assistance in initiating junior high school programs. The FLES situation was unstable, however. Approximately equal numbers of weak programs were dropped, and new, sound programs were established.
Indiana	Seventeen systems now offer 6-year courses in a modern foreign language, while a marked increase in third and fourth-year courses has raised the number of 4-year sequences to thirty-five.

Iowa	Approximately 40 school districts now offer 4-year programs in at least one modern foreign language, while Cedar Rapids, Davenport, Dike, and Williamsburg offer 6-year programs.
Louisiana	There has been a notable increase in the number of secondary schools offering 4-year programs (from 10 in 1064 to 27 in 1965), and 18 high schools now appear to complete 6-year sequences.
Maine	The number of extended sequences under development continues to grow each year as evidenced by the number of new junior high school programs initiated. In addition to seven 6-year sequences, 38 systems now have 4-year programs.
Maryland	All county school systems are gradually working toward longer sequences, at least in the larger secondary schools. In Montgomery and Prince George's Counties all secondary schools have 6-year sequences, and it is estimated that about half the schools in all counties offer 4-year programs.
Massachusetts	According to latest available survey data (1963), the 4-year sequences in French numbered 177, in German 25, in Italian 10, in Spanish 8, in Russian 3, in other (including Portuguese) 3. (The number of 4-year sequences in Latin was 143.) Since two-thirds of the 200 junior high schools offered a modern foreign language in 1963, and since 44% of the local school systems had some kind of FLES program in 1962, a large number of extended sequences of six years or more were under development.
Michigan	The 2-year program is rapidly disappearing from the larger schools. About 25% of all secondary schools are attempting a minimal 4-year program; about 20 are developing a grade 7-12 sequence. Meanwhile there is a slow increase in FLES programs, some being discontinued because of the expense.
Minnesota	It is estimated that about 20 schools now have 4-year sequences.
Montana	There is a definite trend toward lengthening sequences, especially by providing a beginning point in the junior high schools, but enrollments beyond the third year of study are still weak. Ten schools with 4-year sequences have been identified, and four with 6-year sequences.
Nebraska	About 40 to 50 schools offer 4-year programs, but no 6-year sequences have yet been established.

Nevada	About 20 systems have 4-year sequences, and Washoe County offers 6-year programs in French, German, and Spanish.
New Hampshire	It is estimated that one-third of the high schools have a 4-year sequence in French, while at least 11 have 6-year sequences.
New Jersey	Several outstanding long sequences were named, including Hackensack, Somerville, Princeton, Ridgewood, Chatham, and New Providence.
New Mexico	Albuquerque continues to offer a grade 7-12 program in Spanish.
New York	It is estimated that 550 schools offer a minimum sequence of 4 years in one or more foreign languages, and that 200 offer a 6-year sequence. Among the latter are Albany, Brighton, Elmsford, Guilderland, New Hyde Park, New York City, and Northport.
North Carolina	About 50% of the school systems offer 4-year programs in at least one foreign language. Six year programs include Winston-Salem, Greensboro, Charlotte-Mecklenberg, Chapel Hill, Greenville, Tryon, Murphy, and Rocky Mount.
North Dakota	Three schools offer a 4-year sequence in French, and one in Spanish.
Ohio	The 4-year sequences in French number 177; in Spanish 118; in German 47; in Russian 4; in Hebrew 1; in Greek 1. There are nineteen 5-year sequences in French, six in Spanish, and four in German, and one 6-year sequence in French.
Oklahoma	Enid, Muskogee, and Tulsa, and probably many more systems, have 6-year sequences.
Pennsylvania	The trend to lengthen sequences continues as schools comply with the mandate to provide a minimum of a 4-year program in one foreign language. Nearly 40% of the State's administrative units now exceed this minimum requirement.
South Carolina	Thirteen high schools have 4-year sequences, while Florence, Camden, Spartanburg, and Sumter offer 6-year programs.
South Dakota	A 6-year sequence has been reported at Rapid City.
Tennessee	The number of schools with 4-year programs is estimated at fifteen, and the number with 6-year programs at thirteen.

Texas	About 71 districts offer four levels of instruction, i.e., at least one level during grades 1-6, and three levels during grades 7-12. Twenty-six districts have six levels or more, i.e., at least two levels during grades 1-6, and four levels during grades 7-12.
Utah	Approximately sixteen schools have 4-year programs. There are as yet no 6-year sequences, but several are in various stages of development.
Vermont	Sequences of 4 years are found in 26 schools, or 34% of the total, while eleven systems have 6-year programs.
Virginia	In 104 of the 373 senior high schools, courses of 4-years are taught in at least one foreign language. Three systems either have or will soon have 6-year sequences.
West Virginia	A 4-year program in French is offered by eight schools; a course of that duration in Spanish is found in one school.
Wisconsin	A large increase in the number of 3- and 4-year sequences has been noted. Some of the 6-year programs are in Madison, Green Bay, Milwaukee, Wauwatosa, Appleton, Monoma Grove, and Kaukauna.

II. FLES ENROLLMENTS

Alabama

	1958-59	1964-65
French	569	3363
Spanish	892	4239

Arkansas

1958-59	1964-65
265	11,333

Colorado

4 systems (partial) — 21 systems (throughout) (14 Spanish, 3 French, 2 Spanish and French, 2 German)

Delaware

FLES has been on the decline, but new interest is expected thrcugh the use of closed circuit TV.

District of Columbia

	1959-60	1964-65
French	1178	5675
Spanish	919	3779

Now 20 minutes daily, Grades 3-6.

Hawaii

Increased enrollments reported (amount not specified).

Illinois

There was probably little change in numbers. Increase in the number of sound programs probably offset the dropping of weak programs.

Indiana

Little change has been observed during the last several years.

Louisiana

	1959-60	1964-65
French	7979	34,800
Spanish	2260	5650
German	434	144

The increase is attributable mostly to ETV (Parlons Français in New Orleans). A few other parishes offer MFL without TV, instruction ranging from ½ hour to 5 hours per week for periods of 8 weeks to 9 months.

Maine

1958-59	1964-65
1941	3556 (by specialist)
	4701 (ETV)

Public schools, grades K-6.

Massachusetts

	1958-59		1963-64
Estimated	40,000	Estimated	90,000

Minnesota

Over one-third of Minnesota elementary schools have some kind of FLES program

Mississippi

No exact enrollment figures are available, but a decrease since the peak about two years ago is estimated.

Montana

1958	1965
2 to 4 schools.	About 2000 pupils in 55 separate schools.

New Hampshire

Data is incomplete, but it is estimated that there are about 10 FLES teachers.

New Jersey

The number of FLES programs increased. (The New Jersey State Plan for Title III NDEA does not include MFL at the elementary school level).

New York

1958-59	1962-63		1965
16,000	45,000	Estimated	50,000

Many new programs have been established since 1962-63. Most FLES programs are in French or Spanish; some are in German, Italian, and Russian.

North Carolina

It is estimated that 1800 pupils follow the ETV program (Parlons Français).

Ohio

Estimated enrollments (1965) French 49,000
Spanish 18,000
German 2800

Several systems have dropped programs because of budgetary limitations, teacher shortage, poor TV signal, or change in school administration.

Oklahoma

1959	1965
Probably none	40,370

Pennsylvania

Enrollments increased slightly in 1965 to 91,000.

Rhode Island

1959	1964
477	15,000

South Carolina

1958	1965
300	8,000

Only about 25% of the 1965 enrollments are in school systems which offer an unbroken sequence through high school.

Tennessee

1959	1965
No FLES programs	About 25 programs, mostly French and Spanish

Texas

In 1964-65 the enrollment in Spanish was 195,000. There were also small numbers in French, German, and Russian.

Utah

In 1964-65 the total FLES enrollment in all foreign languages was about 7,400, including one class in German. Apparently growth is steady.

Vermont	Since 1959-60 there has been an increase of 137% in French FLES enrollments, but there was a slight decrease in 1964-65 because of lack of teachers.
Virginia	Estimated enrollment in 1963-64 was about 62,000.
Wisconsin	1959-60: 4500 (1.2%) — 1964-65: 31,500 (7% of the total elementary school enrollment)

III. CRITICAL AND UNUSUAL LANGUAGES

California	Russian enrollments in grades 7-12 showed an increase of 7% over 1963-64. Japanese (grades 8) and Arabic were introduced in Los Angeles.
Connecticut	Russian enrollments increased numerically but lost in percentage of total enrollment. Japanese is being taught at Avon High School and New Canaan High School. Chinese is being taught at Avon High School. Enrollments in Italian have increased in percentage, seemingly at the expense of Russian.
Delaware	Russian is having a hard time catching on.
District of Columbia	Russian is now taught in four (out of 12) senior high schools (gain of 2 over 1958).
Hawaii	FLES - Japanese is being taught by about 60 teachers. Chinese is being taught by about 60 teachers. Secondary - Japanese is taught by 18 teachers; Hawaiian by 4 teachers; Chinese by 2 teachers and Russian by 2 teachers.
Indiana	Chinese is now taught in University School (Bloomington). No new Russian courses have been added.
Iowa	No "unusual" languages are now being taught, but Russian is taught in several secondary schools.
Louisiana	Nothing new to report.
Massachusetts	Slight decrease observed in Russian; increased enrollments in Portuguese at New Bedford.
Michigan	There were additional schools or courses in Russian; small enrollments make it difficult to continue. Some interest in offering an unusual language can be found if the language is spoken by large number of people in a particular community.

Minnesota	Chinese is taught in Marshall High School, and Norwegian in North High School, both in Minneapolis.
Montana	Four High Schools offer Russian - Butte, Billings, Augusta, and Helena which added a third year course.
Nebraska	Russian enrollment in 1958-59 was 42; in 1964-65 it was 93.
Nevada	Nothing new to report.
New Hampshire	One high school added Russian (Milford). Russian is being continued at Hanover.
New Jersey	Reduction of Russian (Latin) classes continued but may have reached a plateau. Enrollments in Italian continue to grow faster than the high school population. Chinese has been added in at least one more school. Japanese and Hebrew are being taught (schools unspecified).
New Mexico	Russian enrollments increased from 109 (1964) to 127 (1965) .
New York	A few new Russian programs have been started, including Baldwin Harbor Jr. High School (Grade 7), and Watervliet, Grades 4-6 in one elementary school. Nine schools offer Chinese (5 public, 4 private), while Japanese is being taught at Clarkstown Jr. High School, New City.
North Carolina	Durham Sr. High School has started a new Russian program.
North Dakota	Only one school offers Russian (13 students), while two offer Norse (33 students).
Ohio	Toledo offers Chinese and Russian in one high school. Students who are interested may transfer to this high school. Some schools offer Hebrew.
Oklahoma	As before, only one Russian program, a course of three years, is offered. Enrollments, always heavy in Spanish, now show amazing gains in French, and gains in German (formerly not taught).
Pennsylvania	Critical and unusual languages being taught are: Polish by two teachers; Hebrew (2), Chinese (1), Japanese (1), and Russian, taught in elementary schools by five teachers, and in secondary schools by 63 teachers.
South Carolina	A decrease has been noted in the number of high schools offering Russian (from 3 to 2), but Columbia (Dreher H.S.) now offers 3 levels of Russian

Tennessee	Russian is now taught in Chattanooga and Brainerd, and it is being continued at Memphis High School. Chinese is offered in Memphis Technical High School.
Texas	Rogers Independent School System offers Czech. El Paso offers an evening course in Arabic. Ten schools offer Russian (including El Paso, Houston, Austin, La Porte). A Russian FLES enrollment of 93 pupils was reported.
Utah	Programs seemed to falter and almost go under, but classes in Arabic, Japanese, and Chinese continued through the year.
Vermont	No critical or unusual languages are currently taught in the public schools.
Virginia	Eleven schools offer Russian.
West Virginia	No new programs were reported.
Wisconsin	No new programs were started. Two schools have phased out Russian and only three stable programs remain.

IV. NUMBER OF LANGUAGE LABORATORIES

	Complete	Partial	Jr. H.S.	Elem. Sch.	Estimated % Adequate
Alabama	65	25	13	7	15%
Alaska	15	2	5	0	20
Arizona		Did not report on this item			
Arkansas	70	19	8	0	28
California		Did not report on this item			
Colorado	97	8	37	10	30
Connecticut	82	23	21	0	15
Delaware	26	10	5	0	13
D.C.	15	4	21	0	50
Florida	60	55	95	65	40
Georgia		No report			
Hawaii	0	7	6	0	0
Idaho	24	0	3	0	35-40
Illinois		Did not report on this item			
Indiana	160	25	28	0	25-30
Iowa	85	65	54	5	20
Kansas		No report			
Kentucky		No report			
Louisiana	96	76	19	5	30
Maine	33	15	7	0	13
Maryland[1]	200	25	-	0	50
Massachusetts	160	35	55	39	40
Michigan	208	88	30	10	40
Minnesota[2]	100	50	20	0	60
Mississippi	41	11	1	0	12
Missouri		No report			
Montana	30	14	6	2	15
Nevada	21	3	17	0	55
Nebraska	20	18	12	0	5
New Hampshire	49	13	10	0	65
New Jersey	195	16	19	-	40
New Mexico	34	11	41	1	29
New York[2]	700	50	100	5	20
North Carolina	150	145	25	0	22
North Dakota		Did not report on this item			
Ohio[2]	200	125	100	10	20
Oklahoma[2]	190	-	20	1	80
Oregon[3]	62	41	24	20	20
Pennsylvania	321	240	-	21	50
Rhode Island	10	4	0	1	50
South Carolina	36	40	7	4	21
South Dakota	10	35	12	2	5
Tennessee	93	60	4	11	30
Texas[4]	479	-	-	-	-
Utah	23	2	7	0	25
Vermont	19	8	2	0	25
Virginia	125	20	45	0	35
Washington[3]	83	34	96	62	33
West Virginia	69	10	32	1	30
Wisconsin	135	23	14	3	20
Wyoming		No report			
	4,591	1,455	1,021	285	

Complete - The number of complete (student positions for an entire class) language laboratories or electronic classrooms, in secondary buildings (other than separate junior highs)

Partial - The number of partial (student positions for less than an entire class) language labs or electronic classrooms, in secondary buildings (other than separate junior highs)

Jr. H.S.- Number of separate junior high buildings with a language lab or electronic classroom (complete or partial)

Elem. Sch.- Number of elementary schools with a language lab or electronic classroom (complete or partial)

Estimated % Adequate - Estimated percent of the total number of public secondary schools in your State which have adequate language laboratory facilities in terms of providing sufficiently frequent practice for all modern foreign language students now enrolled.

Note:
1. Estimate of 200 includes junior high schools
2. Figures represent estimates
3. 1964 data
4. Reported 479 total installations of 25 or more positions in all schools.

V. STATUS OF LANGUAGE LABORATORIES

Alabama	Separate language laboratories still prevalent, with monitoring and 20% recording positions. Trends toward electronic classrooms in secondary schools and mobile equipment in elementary schools.
Arkansas	Trend away from recorders at student positions and fixed booths toward electronic classrooms with table-top equipment and monitoring. Many schools "advisedly" purchase mobile equipment.
California	Trend away from listening laboratories and recording laboratories toward listen-respond type; away from isolated type toward electronic classroom. Some installations being made in elementary schools.
Colorado	Decrease in number of laboratory projects under Title III NDEA.
Connecticut	Trend away from the preponderance of separate laboratories toward electronic classrooms and classroom equipment such as tape recorders, projectors, etc.
Delaware	Trend toward electronic classrooms with listen-respond positions for all pupils and an "adequate" number of positions for recordings. These rooms also tend to be equipped with overhead projector and screen. Apparently the available equipment is not being fully utilized in some schools.
District of Columbia	Early installations were "utilitarian," "not too costly." A recent installation in a new senior high school was more elaborate and costly with console, monitoring, and full booths, and will undoubtedly serve as a model for future senior high schools.
Florida	Language laboratories still in great demand. 57 new laboratories acquired this year, including one of 50 positions (probably full recording), but costs indicate that most laboratories are listen-respond. Teacher training still a necessity.
Hawaii	Very few laboratories installed at this time. Many more needed.
Idaho	Increased interest noted on part of school administrators in the purchase of equipment, especially electronic classrooms.

Illinois	Decrease in number of language laboratory installations, but increase in interest on part of smaller school districts. Trend away from stationary laboratories seen in the acquisition of electronic classrooms and mobile units.
Indiana	Many more schools are purchasing language laboratories, both "complete" and portable. There is an increase in the number of electronic classrooms, usually with monitoring. Several remote-control laboratories have been installed. Little pupil recording is being done. An increase in the use of audio equipment at all levels has been observed.
Iowa	No significant changes, but more schools are purchasing tape recorders for student positions. Title III administrator sees marked improvement in the development of laboratories and notes the need for federal funds for more in-service training.
Louisiana	Definite trend toward electronic classroom, the chandelier type being popular. A few schools have full recording laboratories. 21 new laboratories added in 1965, as compared with 75 during 1958-1963. Audio equipment is generally used at all levels.
Maine	Trend toward larger number of student positions (24-34) and monitoring at console. Two schools have installed second laboratories. The number of student recorders varies from zero to 25% of total positions. In older school buildings, the trend is toward electronic classrooms. Laboratories are used for all levels of study in secondary schools. Projectors, except overhead type, are being used extensively.
Maryland	More study is being given to laboratory acquisition projects, with electronics engineers sometimes being used as consultants. Trend is away from electronic classrooms to full laboratories, greater investments being made in more expensive and durable equipment and in provisions for maintenance. As teachers become better trained, they show greater interest in the laboratory.
Massachusetts	A high level of interest in language laboratories has been maintained. Several larger schools now have multiple facilities consisting of two and three full laboratories, or combinations of electronic classrooms and central laboratory. Recent installations include several remote-control systems. The trend is still toward "complete" listen-record-playback laboratories. A gradual change from conventional philosophy and techniques of foreign language teaching is taking place, attributable in part to the program of inservice workshops conducted by the State for five years.

Michigan	Larger school systems are beginning to install combination of large, library-type laboratory and smaller installations in classrooms for daily use. Increase of study carrels in library noted. Smaller systems favor electronic classrooms.
Minnesota	Installations of electronic classrooms have risen greatly during 1965. Perimeter wiring is preferred to wiring of tables or chairs because greater freedom of activity is permitted, and because the cost is lower. Many larger schools having permanent laboratories have also installed electronic classrooms with mobile console for each teacher. New booth-type laboratories tend to have at least a dozen recording positions.
Mississippi	There appears to be a trend toward a more conventional classroom situation with less elaborate equipment without booths.
Montana	In smaller schools there is a strong trend toward mobile equipment with console and monitoring and a minor trend toward electronic classrooms without booths. In larger schools the trend is away from partial installation toward complete installations with limited student recording.
Nebraska	In metropolitan schools there is a continuing trend toward modern laboratory facilities. Smaller schools in rural districts use portable equipment.
Nevada	No significant changes, but there is some interest in dial systems for use with A-V aids and in electronic classrooms with monitoring.
New Hampshire	Trends toward mobile equipment and toward electronic classrooms without fixed booths to supplement conventional fixed language laboratories. Demand for recorders at student positions has decreased. A few schools have installed remote control equipment.
New Jersey	There is a continuing trend toward the conversion of classrooms into electronic classrooms, sacrificing flexibility for frequency of practice. If the school's foreign language enrollment is large, the Supervisor recommends a complete language laboratory with several supplementary electronic classrooms.
New Mexico	All laboratories planned and installed in 1965 were in new school buildings. The trend toward electronic classrooms continues.
New York	There is a decided trend toward the electronic classroom instead of the central laboratory. Only a few schools have full record-playback laboratories.

North Carolina	For the past three years there has been a noticeable trend toward electronic classrooms. Mobile units have proved very popular because of their low cost and generally satisfactory performance. The use of audio equipment for second and higher level courses has increased.
North Dakota	No language laboratories were installed in secondary schools during 1965, but a large number of tape recorders were purchased. Laboratories were installed in five state colleges and in one junior college, however.
Ohio	Most schools installed electronic classrooms rather than complete laboratories. Equipment is used at all levels, but in large schools beginning classes are given preference in the laboratory if facilities are inadequate for all pupils. Continuous growth has been observed in the use of equipment materials, and aids, including homework disks.
Oklahoma	There is a trend toward electronic classrooms, even in some of the larger schools. Some teachers are irked by difficulties in scheduling, moving pupils, and losing time, and prefer to use simple equipment in their own classrooms. Since many schools are overcrowded, they are replacing laboratory booths with furniture for both classroom and laboratory practice. Audio equipment is being used at all levels. Homework disks and visual aids are more frequently utilized.
Pennsylvania	Requests for mobile laboratories and electronic classrooms are approximately double the number of requests for fixed language laboratories. Audio-visual materials are being more frequently used to supplement audio-lingual textbooks at all levels. The increase in overhead projectors is estimated at 50%.
Rhode Island	The last two laboratory installations were of more refined equipment than any previously installed in Rhode Island public schools.
South Carolina	The trend toward simplicity in equipment continued. Only one complete recording laboratory was installed as against six audio-active laboratories.
Tennessee	New schools continue to include full laboratories, but there is a trend away from a recorder in every booth. Older schools are adding electronic classrooms or portable laboratories. There are also trends toward the provision of more visual equipment and materials in laboratories, and the use of homework disks.

Texas	A few schools acquired full recording laboratories to provide individual practice for third and fourth year students, but there is a trend toward the installation of simpler types of electronic equipment, with about one-fifth of the student positions equipped with recorders, if any. Frequent requests are made for films, filmstrips, and other visuals, while tapes to accompany textbooks are in greater demand than homework disks.
Utah	There is a trend toward the acquisition of complete packages of materials for laboratory and classroom.
Vermont	In cases where good use has been made of student recording-playback equipment, teachers have expressed enthusiasm over student progress. Their learning rate appears to increase when students practice independently. Playback is claimed as the important function. These facilities, therefore, have been expanded in subsequent projects. At the same time, there is a continuing interest in electronic classrooms, particularly in junior high schools, where flexibility and immediate accessibility appear to be very desirable. Some new schools covering grades 7 to 12 are being planned to include both electronic classrooms and booth-type laboratories. The demand for reading and taped materials for upper level courses, for visuals and homework disks increases as administrators see the need for a wide range of instructional materials.
Virginia	Since recording equipment is considered desirable but not very practicable at the secondary school level, there is a trend toward electronic classrooms with monitoring. Very few new laboratories with booths are being installed. Added interest in using the laboratory at upper levels of instruction has been noted, but suitable tapes are often difficult to find. The use of visual aids is expanding gradually and homework disks are becoming increasingly popular.
West Virginia	Although some schools acquire student recorders for some or all positions, there is a trend toward the electronic classroom and the elimination of booths. Equipment is being used by students at all levels.

Wisconsin

The number of laboratories being installed does not represent a gain in the adequacy of facilities for the steadily increasing enrollments in foreign languages.

While conventional laboratories with booths are being installed in some schools, there is increasing interest in central library type laboratories with dial selection. In large high schools there is a trend toward electronic classrooms, installed in rooms used full-time for foreign language instruction, and incorporating the usual laboratory features, such as monitoring and multiple program sources.

Materials having correlated visuals, i.e., films, filmstrips, and large cards or posters, are being used more widely and apparently with success.

VI. INSERVICE EDUCATION PROGRAMS

Alabama	At the request of local and county school systems the State Supervisor arranged and in some cases conducted twelve workshops of two to eight hours each to assist in local program development and selection of equipment and materials.
Arkansas	The State Supervisor no longer arranges or conducts workshops entirely alone, but assists the eight district committees in planning their workshops and conferences which vary from three to six hours in length on a given day. The purposes include the discussion of methodology and articulation, selection of equipment and materials, and the development of leadership.
California	Fifteen regional summer workshops, (length not specified) were organized for elementary teachers. In addition, a total of 457 conferences and workshops were arranged in order to assist teachers with the articulation of foreign language programs and instructional methods. Many of these conferences were for full days. A few were one-half day conferences and some of the workshops lasted for three days.
Colorado	The State Supervisor arranged or conducted one workshop of three sessions (two hours each) and one of two sessions both on curriculum revision, and two conferences.
Connecticut	The Foreign Language Consultant conducted two workshops in modern techniques of teaching. One consisted of six meetings of two hours each. The other, on the teaching of grammar by pattern practice, consisted of two sessions which totaled five hours of instruction. Eight additional single-session programs were conducted as part of in-service programs planned by local school administrators.
Delaware	A two-hour workshop for county teachers on the uses of the tape recorder and a four-hour demonstration and discussion of an educational television program was arranged.
District of Columbia	FLES workshops were continued throughout the year for the 36 specialist teachers. Visits to classes taught by experienced teachers were arranged.
Florida	The State Supervisor conducted and arranged various workshops for elementary, junior high, and senior high school teachers. Several of these were of six hours duration and focussed on problems of articulation.
Hawaii	Arrangements were made with the University of Hawaii to conduct demonstration classes, using different types of equipment.

Idaho	The State Supervisor arranged a one-week summer workshop on mehtodology, held at the College of Idaho.
Illinois	Five types of workshops were continued: one-day Basic Methods; three-day Basic Methods; three-day Advanced Methods; three-day Basic Laboratory; three-day Advanced Laboratory. A total of 34 regular workshops of these five types was arranged, nine of which were in Advanced Methods. The increased popularity of this type was evidence of interest in the treatment of the transition from oral to visual skills. One new type was added, an Intensive Oral Skills Workshop for FLES teachers (not orally proficient), held on eight consecutive Saturdays for six hours. These workshops (two in French, two in Spanish), limited to basic pronunciation work and methods of teaching oral skills, excited a very high degree of interest and were considered very successful.
Indiana	A workshop of three hours on the language laboratory, the teaching of Latin, and the coordination of language courses was arranged in conjunction with the South Bend Schools. The State Supervisor also cooperated with the Indiana Language Program in arranging ten regional high school-college conferences on articulation.
Iowa	The State Supervisor arranged and conducted one school-year program and one summer workshop, and also participated in five county in-service programs.
Louisiana	Seven conferences of one to eight hours each were held in different sections of the State for teachers in elementary and secondary schools and colleges. They treated the use of audio-lingual materials and equipment, longer sequences, and articulation. The services of out-of-state specialists and textbook consultants were utilized.
Maine	Three series of workshops, each consisting of sixteen two-hour sessions, were arranged for FLES teachers who use the televised courses in French. They were conducted by a representative of the publisher. The Supervisor also arranged a one-day workshop on the language laboratory and audio-lingual techniques for secondary school teachers, a three-hour conference on articulation, and a one-day conference on new materials.
Maryland	The State Supervisor arranged four workshops -- one of six weeks, one of four weeks, and two of two weeks -- for teachers of elementary and secondary schools. A special four-week production workshop was held to compile and edit a bulletin on techniques of teaching. Also organized were ten meetings of varying lengths and four one-day county conferences.

Massachusetts	Two State Supervisors organized and taught four summer workshops, each consisting of five full days, on the theory and practice of the language laboratory. Outstanding school laboratory facilities in various parts of the States were utilized. Five workshops, of eight afternoon sessions each, were based on the Center of Applied Linguistics films, "Principles and Methods of Teaching a Second Language," and the Capretz films, "Audio-Lingual Techniques for Teaching Foreign Languages." The Supervisors organized the program and also served as instructors.
Michigan	Six workshops in different geographical areas were arranged, three on methods and materials, two on the use of language laboratories, and one of FLES programs. The instructors were MLA consultants paid by MLA. The State Supervisor also arranged a state-wide conference on modern foreign languages.
Minnesota	A one-day conference on foreign language teacher preparation was held for college and university professors.
Mississippi	The State Supervisor conducted some summer sessions at the University of Southern Mississippi on language laboratory techniques and conversational Spanish.
Montana	Eleven workshops, each of one full day (Saturday) were arranged for cross-sectional groups of elementary and secondary school teachers. The topics treated included the foreign language situation in the State, the improvement of foreign language teaching, and the language laboratory. In addition, four workshops, held on school days, were conducted for teachers of German by a consultant.
Nevada	Seven workshops were arranged. Three of these were on methods, fluency, and culture (16 weeks, 2 hours per week); one was on applied linguistics (4 weeks, 2 hours twice a week). The State supervisor conducted three workshops on applied linguistics and laboratory methods (two lasted 8 weeks, 2 hours per week, and one was held on Saturdays, 5 hours once a month).
New Hampshire	Four workshops (apparently one day each) were organized for classroom teachers, FL specialists, and principals who were working with the TV-FLES program. Six workshops (one full day each) were conducted by the visiting French consultant in which he treated French civilization and culture, and observations and advice on teaching French in New Hampshire.

New Jersey	The state supervisor organized one workshop of ten hours on new equipment, materials and methods; four regional workshops on audio-lingual techniques (8 weeks, 2 hours weekly); and one workshop on modern language laboratory technique (5 weeks, 2 hours weekly).
New Mexico	Five workshops on A Visual Grammar of Spanish were arranged. Four of these consisted of one full day each, the other was held one evening per week for six weeks. MLA consultants served as instructors.
New York	The state supervisors arranged and conducted four one-day area workshops on the improvement of foreign language instruction; a one-day workshop for administrators; and several one-day sessions for teachers on the writing of test items and on the development of evaluative criteria. They also organized two workshops (2 hours once a week throughout the school year) on newer approaches, and encouraged the formation of six study groups in geographical areas which met bi-monthly and utilized films on linguistics, and principles and methods.
North Carolina	For secondary school teachers four area workshops (4 hours each) and ten local workshops (2 hours each) were conducted by the state supervisors with a major emphasis on language laboratory techniques. For elementary school personnel, including administrators, who were using the televised French program a total of five workshops of varying lengths was arranged. Some programs were rebroadcast over ETV during the week before schools reopened.
Ohio	Two summer workshops on methods and materials (2 weeks each, full days) were conducted by the state supervisor, as were three school-year workshops (4 evenings and Saturday) and five local, afternoon workshops. One full-day Saturday session was provided for FLES teachers. The supervisor also arranged six other workshops, including two in Spanish for classroom teachers (10 sessions, 2 hours each).
Oklahoma	Workshops for FLES teachers were incorporated in the Saturday meetings of the state foreign language teachers association.
Oregon	A statewide series of full-day or half-day workshops was conducted or arranged by the state supervisor. In addition, the Department of Education co-sponsored with the Oregon Education Association two regional workshops.

Pennsylvania	The supervisors arranged five workshops on the language laboratory, methodology, or linguistics (10 sessions, 2 hours each), and three pilot workshops on the use of the televised FLES program (15 hours each) Teacher education films were telecast.
Rhode Island	Two workshops were arranged, of 12 and 15 sessions (2½ hours each).
South Carolina	Demonstration classes of high school students were a feature of two workshops (7 sessions each, 4 hours on Saturdays). Local districts contributed the matching funds at the rate of $12 to $15 per teacher. The Educational Television Center also arranged and financed inservice programs for teachers in the Greenville and Charleston areas who work with the Parlons Français program.
South Dakota	The Title III office collaborated with the State Foreign Language Committee in arranging two workshops (2 days each).
Tennessee	For elementary school teachers untrained in teaching a foreign language, summer workshops in the foreign language (6 hours per day, 5 days per week), and academic year workshops (Saturdays, 4 hour sessions) were arranged. Conferences on teaching techniques, articulation, the language laboratory, and audio-lingual-visual materials were organized for secondary school teachers according to geographical areas.
Texas	The supervisor conducted a one-day workshop with emphasis on the teaching of Spanish to Spanish-speaking students, and a two-day workshop on the language laboratory. He also arranged four workshops on various levels of instruction (8 meetings, 3 hours each).
Utah	Five workshop sessions were held for general elementary classroom teachers of Layton to assist them in using La Familia Fernandez.
Vermont	The supervisor conducted eight regional meetings (2½ hours each) for the discussion of common and individual problems related to materials, reading, and psychological considerations. She also organized one meeting (5 hours) in which teachers made presentations on teaching skills, testing, and the language laboratory, a two-day meeting on reading and writing, and a five-day workshop on the language laboratory, financed by the teacher-participants in the absence of state-federal funds.

Virginia	About twenty workshops and meetings were conducted by the supervisor on audio-lingual techniques, the language laboratory, textbooks and materials, advanced levels of instruction, articulation, etc. These sessions ranged from one hour to three days.
West Virginia	Presenting practical demonstrations of audio-lingual classroom techniques, the supervisor conducted four county workshops, each of one or two days duration. He also arranged two conferences on articulation.
Wisconsin	A one-day workshop on continuity was arranged.

VII. LOCAL SUPERVISION

Colorado	Nine systems now have part-or full-time coordinators.
Connecticut	Glastonbury and Hamden have outstanding leadership.
Delaware	Two local supervisors were identified.
District of Columbia	(Special Case) The District has a Supervising Director and an Assistant Director.
Florida	The State has county supervisors.
Louisiana	New Orleans has outstanding supervisory leadership.
Maine	Local supervision by specialists does not presently exist. Additional state specialist service on a regional basis may be advisable during the interim until direct local supervision is achieved.
Maryland	Of the 24 school systems (mostly county) in the State, some have specialist supervisors, some do not yet have them. Strong supervision is provided by many outstanding supervisors.
Massachusetts	The strength of local supervision is growing. There is an increase in the number of specialists, in time allotted for supervision, and to in-service training programs. Local supervisors were identified for each of 13 promising programs.
Minnesota	Minneapolis has outstanding leadership.
Mississippi	There is specialist supervision in the local school systems.
Missouri	There has been a reduction in the number of local school districts, and at the same time an increase in the number of local specialist supervisors.

Montana	Very few supervisors are appointed because most school systems are small.
Nevada	No local specialist supervisors have been employed.
New Hampshire	Manchester and Hanover supervisors were identified.
New Jersey	Local leadership was considered strong in Princeton, Hackensack, Berkeley Heights, Oak Crest and Northern Valley High Schools.
New Mexico	Very few local school districts have FL consultants. State personnel have been very effective in working at the local school level as time permitted.
New York	An increasing number of school districts are adding supervisors for grades 7-12 or 4-12, resulting in improved coordination of the total program.
North Carolina	The few local specialist supervisors have developed programs of higher caliber and greater coordination.
Ohio	Many cities and some of the larger counties have strong specialist supervisors.
Oklahoma	Specialist leaders were identified at Muskogee, Tulsa, and Oklahoma City.
Pennsylvania	The supervisor of Modern Foreign Languages in Philadelphia was singled out.
Texas	Supervisors in El Paso, San Antonio, and Fort Worth are providing leadership.
Utah	Only the larger districts have been able to provide needed specialist supervision.
Vermont	Very little local specialist supervision is possible because of the rural character of state and small schools.
Virginia	Richmond, Fairfax County, and Arlington County supervisors are doing work of special interest.
West Virginia	Some of the counties (only 55 school districts in the State) are attempting to hire specialist supervisors.
Wisconsin	Local specialized supervisory services are being extended, thereby enabling State supervisors to make better use of their limited time. New cooperative service agencies (intermediate) are now a reality and preliminary steps have been taken to collaborate with the State in providing supervision.

VIII. PROGRAMED INSTRUCTION

Alabama	The use of programed instruction remained limited.
Massachusetts	Certain (unspecified) schools are trying foreign language programs.
Minnesota	German and French programs are being used by some gifted students who attend small rural high schools which do not offer instruction in foreign languages. These students are supervised directly by the State Foreign Language Consultant.
New York	Collaborated with USOE and University of Michigan in conducting experiment designed to adapt self-instructional materials in French, Spanish, and Chinese for secondary school use. This project, begun in ten schools, may be extended.

No information from the other 47 States.

IX. EDUCATIONAL TELEVISION

Alabama	Emphasis on FLES French (Parlons Français) 3 levels - 2100 pupils Spanish (live program) 2 levels - 2700 pupils High School Supplementary Spanish program - oral, cultural 500 pupils
California	Lafayette Elementary School District used CCTV for grades 6,7,8.
Delaware	CCTV (Closed-Circuit Television) FLES - Parlons Francais being introduced Sept. 1965 Secondary - for Enrichment French - En France Comme Si Vous Y Etiez Spanish - Vistas de la America del Sur Spanish-American Series (Bailey) German - McGraw-Hill Series
Florida	Leon City - Spanish Grades 3-6
Louisiana	New Orleans - About 40,000 pupils in grades, 4,5,6 are receiving instruction in French.
Maine	About 10,000 pupils in public and non-public schools are using the French program, Parlons Francais, in Gr. 4,5,6.
Maryland	Prince George's County has 27,181 Pupils in county wide program for gr. 4,5,6. Follow-up by Specialists. FLES training for native speakers provided by Title III workshops (2 weeks in September).
Massachusetts	Parlons Français continues to be widely used with trend toward engaging specialists to work with the TV program.
Michigan	Dearborn will study effectiveness of TV FLES during next 6 years.
Mississippi	ETV Spanish program initiated at Biloxi and continued at Tupelo.
Montana	Parlons Français in third year of use by four cities.
Nebraska	Parlons Français, Levels 1,2, and 3 is being broadcast to 54 school districts (1325 Pupils) Some attention is being given to a pilot project to use videotape recorders to record broadcasts and play them back as desired.
New Hampshire	Parlons Français is being used.
New York	Nothing new to be reported for 1965.

North Carolina	The State Department of Education has assumed responsibility for Parlons Français broadcasts (Date of initiation and number of schools and pupils involved not given - est. 1800 pupils)
South Dakota	CCTV at Rapid City is being extended (FLES French)
Tennessee	Memphis ETV has initiated broadcasts of Parlons Français. Same is under consideration in Nashville.
Utah	La Familia Fernandez is being televised for secondary school pupils with the State Foreign Language Supervisor as instructor. This program also serves as a teacher-training device. The Center for Applied Linguistics films were used in TV workshops for teachers.
Virginia	More than 1000 non-specialist classroom teachers conduct follow-up for TV classes. (3/4 French, ¼ Spanish).
West Virginia	Several counties are using ETV. Kanawha County (Charleston) has initiated Parlons Français.
Wisconsin	Workshops are provided for the general classroom teachers who are doing the follow-up. The State Supervisor assists.

X. BILINGUAL EDUCATION

Colorado	Cooperative Research Project #2734 on Teaching English Reading to Spanish Speaking Pupils was conducted at Greeley. G.P. Nimnicht conducts a Nursery School for Spanish-American pupils who are disadvantaged. Inspiration to Spanish-speaking pupils was provided by foreign consultant as well as to English-Speaking pupils.
Delaware	A program for foreign-born students is needed.
Louisiana	Bilingual areas are neglected. Some 400,000 people lack a program to strengthen their ability to speak, read and write the French language. An institute was recommended but no proposal was forthcoming.
New Mexico	The Foreign Language Supervisor, who served as speaker at a TESOL conference and attended a conference at Miami on the Teaching of English to Spanish-speaking Children, has identified the outstanding need of the State to be the teaching of Spanish to Spanish-speaking children.
Texas	At Laredo (United Consolidated Independent School District) first grade students receive subject matter instruction in both Spanish and English from bilingual instructors. The program was highly successful and will be expanded. The State Supervisor recommended separate instruction for Spanish-speaking and English-speaking pupils in Goliad and Fort Bend secondary schools.

XI. ADVANCED PLACEMENT

Alabama	AP is not considered a part of the public high school's modern foreign language program, but comparable work is being done in several schools.
Connecticut	An "Advanced French Course" was reported at Wilton.
Delaware	An AP course in French is taught at Brandywine High School.
District of Columbia	"French AP or fifth year" at Woodrow Wilson High School.
Indiana	German AP was begun at North Central High School, Washington Township.
Massachusetts	Several schools (unspecified) provide advanced placement courses.
New York	It is estimated that 75 high schools offer AP courses in French, Spanish, or German.
	A Bulletin on Advanced Placement in German was published.
Rhode Island	Some AP programs exist (not specified).
Tennessee	Interest in AP on part of some teachers has been noted.

(No information from 42 States.)

XII. CERTIFICATION REQUIREMENTS

District of Columbia	The oral examination was continued and a new requirement, a written examination in the foreign language, was established.
Florida	No change, but MLA tests have been recommended and their adoption is expected in near future.
Hawaii	No change.
Indiana	No change.
Iowa	No change.
Louisiana	No change, but a study is being made.
Maine	No change since 1963.
Massachusetts	No action yet on the proposal of the State FL Advisory Committee because of a general study of certification.
Michigan	No change.
Minnesota	New requirements were to become effective September 1965. Certification will be granted to those who have completed an approved program of preparation and have been recommended by the college or university. For secondary school teachers, the requirements include: a Bachelor's degree with a MFL major or a minimum of 20 S.H. in MFL; 18 S.H. in education, including a course in methods of teaching FL, and supervised student teaching at the secondary level; satisfactory ratings in the seven competencies defined in MLA Qualifications. For elementary school teachers, the requirements include a Bachelor's degree wit at least 20 S.H. in MFL; 30 S.H. in education, including a course in methods of teaching FL and supervised student teaching at the elementary level; good or superior rating in Speaking as defined in MLA Qualifications. Provisions have also been made for the recommendation by colleges and universities of native speakers of a foreign language who have not been educated in the United States.
Nebraska	A new requirement is endorsement in at least one major field (24 S.H. minimum).

Nevada	The use of proficiency tests in four skills has been recommended.
New Hampshire	No change; MLA Proficiency Tests are used in some cases for temporary certification.
New Jersey	Changes proposed and anticipated but not yet enacted: 1. Recognition of FLES teacher certification requirements in a K-12 certificate. 2. Increase in language requirements instead of literature. 3. Requirements in linguistics.
New Mexico	The State is moving toward a policy of approved programs of teacher preparation.
New York	No change. The September, 1963 requirement is 39 S.H. in the foreign language, 15 of which must be in advanced courses for the permanent certificate (24 S.H. for provisional). Also evidence from the college or university must be presented that the candidate possesses a practical command of both the oral and the written foreign language. Competency in the foreign language on the part of those who lack semester hour credits may be shown by "passing" MLA proficiency test.
North Carolina	New approved program approach is in effect with a minimum of 30 S.H. college study in the foreign language. Proficiency tests in the four skills are encouraged, but not required. State supervisors served on visiting committees to evaluate college and university programs for approval.
North Dakota	No change.
Ohio	No change.
Oklahoma	No change -- not feasible in view of low salaries and the short supply of teachers.
Pennsylvania	No change - still 24 S.H.
Rhode Island	No change since 1964.
South Carolina	No change in practice but the use of MLA Proficiency tests has been adopted in principle as an alternate means of satisfying the foreign language requirement.

South Dakota	No change.
Tennessee	No change.
Texas	No change.
Utah	No change.
Vermont	No change.
Virginia	Changes in the requirements have been recommended.
West Virginia	The semester hour requirement in foreign language was increased from 24 to 30, to be effective in September 1968.

XIII. EVIDENCE OF IMPROVED INSTRUCTION*

The following points were cited by state supervisors as evidence of improved instruction:

Higher scores on CEEB and/or college placement tests, and Regents exams.
Placement in more advanced college courses
Higher achievement in college courses reported by colleges
Larger number of college majors and greater interest in careers requiring Foreign Language
Larger number of participants in Foreign Language contests
Higher scores in national contests
Increase in number of students taking CEEB written tests
Increase in number of students taking CEEB listening comprehension tests.
Audio-lingual students are far superior to previous students especially in speaking, according to reports from state colleges
Much improved preparation of entering students reported by (State) universities and colleges
Some colleges are including tests of listening and speaking in their placement exams.
Increasing enrollments represent higher proportion of elementary and secondary school population
Increasing enrollments in intermediate and advanced courses
A large proportion of schools have adopted newer materials for teaching four skills
A large proportion of schools are using a wider variety of materials, especially recorded materials and supplementary reading.
Improvements in student achievement noted by school administrators and parents
A small number of students are studying other subjects (e.g. history) through a foreign language.
Increasing interest on part of teachers using newer approaches is from 30% to 90% (modes at 40% & 50%)
Observations of classroom practices provide the most convincing evidence.
Better teaching materials and equipment are being selected, usually indicating sounder programs. Even where traditional materials are still being used, there is a trend toward greater emphasis on audio-lingual skills and newer techniques.

* No data was received from 19 states. No information was reported by six states except the extimated number of teachers using newer approaches.

XIV. EVALUATIVE STUDIES*

California	A field test of three approaches in teaching elementary school Spanish. A three-year study of the effectiveness of NDEA upon California schools.
Colorado	The teaching of English reading to Spanish-speaking pupils.
Connecticut	An evaluation of the total foreign language program in one school system.
Indiana	A survey to determine the use of NDEA III funds according to local school characteristics.
Louisiana	A questionnaire to teachers of advanced courses, including an evaluation of materials used.
Michigan	An investigator is trying to determine the extent to which audio-lingual materials are being used effectively in the State.
Minnesota	A study of status of FLES in the State.
Mississippi	A small-scale study of the effectiveness of equipment and materials through questionnaire to superintendents.
Montana	A master's thesis on the impact of NDEA Institutes on the teaching of modern foreign languages in high schools of the State.
New York	An evaluation of the effects of NDEA III scheduled for publication in fall, 1965.
North Carolina	A study of changes made in classroom and laboratory facilities, instructional programs, and opinions of administrators regarding improvement.
Pennsylvania	An assessment of five foreign language teaching strategies utilizing three language laboratory systems in 140 classrooms. A two-year evaluation of audio-lingual materials conducted by Philadelphia.
Utah	A study of foreign language teachers, their problems, and opinions of textbooks and equipment.
	A study of the administration and supervision of foreign language instruction in school districts of the State.
Wisconsin	A doctoral dissertation on the use of newer media in FLES (ETV)

* No studies were reported by 27 States.
Some of the studies cited above were still in progress.
Interested persons should communicate with the State foreign language supervisor for further information regarding a particular study.